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*The*  
**NATIONAL ASSOCIATION**  
*of* **CORPORATION SCHOOLS**  
**Bulletin**

25 Cents a Copy

\$2.00 For a Year

Volume II

February, 1915

Educational Needs of New York State

New Jersey's New Educational Plan

New Ideals in Industrial Life

By E. H. Gary, Chairman  
U. S. Steel Corporation

The Value of Training for the Trades

By L. D. Burlingame

Florida's New Educational Plan

Vocational Schools in Iowa

Our Public School System

An Interview with  
Congressman Samuel W. McCall

Education Awakening in South Carolina

Industrial Survey of New York Schools

**PUBLISHED BY ORDER OF THE  
EXECUTIVE COMMITTEE**

# The National Association of Corporation Schools

Headquarters, Irving Place and 15th Street, New York City

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## Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen, and to provide a forum where corporation school officers may interchange experiences. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

## Functions

The functions of the Association are threefold: to develop the efficiency of the individual employee; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

## Membership

*From the Constitution—Article III.*

SECTION 1.—Members shall be divided into three classes: Class A (Company Members), Class B (Members), Class C (Associate Members).

SECTION 2.—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employees. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

SECTION 3.—Class B members shall be officers, managers or instructors of schools conducted by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

SECTION 4.—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

## Dues

*From the Constitution—Article VII.*

SECTION 1.—The annual dues of Class A members shall be \$50.00.

SECTION 2.—The annual dues of Class B members shall be \$5.00 and the annual dues of Class C members shall be \$10.00.

SECTION 3.—All dues shall be payable in advance and shall cover the calendar year. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons exist for continuing members on the roll.

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The New York Edison Company

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# **The National Association of Corporation Schools**

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**Published by Order of the Executive Committee**  
**Edited by F. C. Henderschott, Executive Secretary**

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No. 2

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### **WELCOME TO THE CORPORATION SCHOOL**

The publications devoted to education have unanimously voiced the spirit of welcome extended to The National Association of Corporation Schools by the older and established institutions of learning. There has been no discordant note from the universities, the colleges, the high and grammar schools. The hand of fellowship has been extended and the welcome has been hearty and unanimous. The reason for this can, no doubt, be found in the fact that the corporation school comes to supplement but not to supplant. Until every American boy and every American girl is not only educated but trained sufficiently to meet the problems of life with understanding which will insure at least a fair degree of success there can be no just claim that the field of education is sufficiently covered. Obviously, an industrial corporation will do only so much of educational work as is necessary to insure a high degree of operating efficiency.

But the captains of industry have too long neglected our public school systems. They have left the education of the oncoming generations to the professional educators. Without criticism, it must be recognized that those who are devoting their life to educational work cannot as fully understand industrial life. The information which they lack from the practical standpoint must be supplied by those in industry. That is one reason, and probably the principal reason, why the educational institutions have welcomed the new movement for better industrial education.

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### **SUBSCRIPTIONS WILL BE RECEIVED**

Requests for the Bulletin are so numerous it has not been possible to meet all of them. Many persons interested in the subject of industrial education have expressed a desire to purchase the Bulletin, thus insuring prompt and continuous de-

livery. The Executive Committee at its last meeting considered this subject and fixed a subscription price of twenty-five cents the copy—\$2.00 the year.

It is the purpose of our Association to continue to supply the press, the leading public libraries, secretaries of National Educational Associations or national associations carrying on educational work, State Chairmen of Educational Departments of Women's Clubs, State Boards of Education and the colleges and universities without expense, as in the past. Others who may care to do so can subscribe at the rate of \$2.00 the year.

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### **DARTMOUTH TO GIVE COURSE ON EMPLOYMENT**

Dartmouth College, through the Amos Tuck School of Administration and Finance, announces for next year a new course on employment as a function of management. The announcement of such a course is significant, in its recognition that the employment function in management is so vital and involves so many considerations as to warrant a special course. It is also significant as a recognition of the new profession of the employment manager.

The course will be open to all Tuck School students of the second year, and is intended equally for students who expect to enter courses where the employment function is not specialized, and for students planning to enter specialized employment departments. In the new course will be considered such things as the sources of supply of employees; methods of securing, classification according to aptitude, training, promotion, labor exchange, discharge, health, good-will, the organization and functions of the employment staff. In connection with classroom instruction, opportunity will be afforded, as in the school's other course in management, for investigation and actual experience in employment work. Provision for this has been made possible by the offer of hearty co-operation by both the Vocational Bureau and the Employment Managers' Association of Boston.

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### **MR. VAIL'S DONATION TO EDUCATION**

Mr. Theodore N. Vail, President of the American Telephone & Telegraph Company, has made an offer to the legislature of the State of Vermont to dedicate his farm of several hundred

acres at Lyndonville, Vt., for the purpose of establishing a school for girls. Mr. Vail already has established, at Lyndon, an agricultural school for boys.

Mr. Vail was responsible for the American Telephone & Telegraph Company becoming a charter member of The National Association of Corporation Schools.

"I now desire," said Mr. Vail in his letter, "to use my energy and means to demonstrate the utility, necessity and advantage of schools for girls where they may be thoroughly trained in all the home-life industries and economics to make good homes and housewives."

It is this spirit of earnest effort that is changing conditions educationally and industrially throughout the United States. All forms of progress are dependent, at least in some degree, upon education. This truth is now being recognized, and as the recognition becomes more complete, the United States will gradually assume its rightful position, that of the leading industrial nation of the world.

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### **PERSONAL DEVELOPMENT, NOT SELECTION OF VOCATION, DETERMINES SUCCESS**

In a recent issue of a New York newspaper, seven different individuals made inquiry and asked advice as to what trade or profession they should take up as a means of earning a livelihood. To quote from these letters:

"At the present, when I have to choose my profession, my thoughts turn to the study of law. I have sought advice from every authority within my reach and the answers have not helped me to determine whether I would succeed as a lawyer or not."

From another letter:

"I graduated from college in 1913 and since then I have worked steadily as a stenographer. I have studied bookkeeping and elementary accounting at night, but have had no practical experience as a bookkeeper. Accounting has been suggested to me as a profession that offers a future to an earnest and ambitious young man."

From another letter:

"I should be greatly obliged to anyone who would state his opinion as to the advisability of one's entering the medical profession."

Another writer asks:

"As to the desirability of taking up poultry raising in the country."

And another young man states:

"He is seventeen years of age and is seeking a course to pursue for his future." He continues:

"Every course that I can think of is overrun with people. I would not like to take up a long course and wouldn't object to it being a vocation. One of your correspondents says: 'An American boy has no business to enter pharmacy. There are many other opportunities for a young man.' I am American born and I would exceedingly appreciate information how and where to proceed."

Another writer states:

"I am at a loss to know whether to pursue a business or a professional career. Too much advice for one or the other has left my mind in doubt and I finally decided to leave it to the kind and intelligent readers of this column."

And lastly, another writer asks:

"Will one of your readers, who is a dentist, kindly inform a youth, who is ambitious to become a dentist, but has been told to keep away from it by a member of that profession, because of its hours and course of study, whether the profession is not overcrowded."

Similar inquiries are appearing in other newspapers stimulated, no doubt, by the movement for vocational guidance which is causing many well-meaning young men and women to think about their future. Similar inquiries are being received daily by educators, business men and others who have had experience which might be helpful in deciding what course a young man or woman should determine upon in developing their life's work. Beyond a general statement of facts, however, those who are appealed to can be of but little help. For example, who is there that can determine whether or not a young man who desires to enter the profession of law will or will not succeed? It is not the profession that determines success but rather the qualities which the young man possesses. Success is not to be determined in advance; it is not to be determined by wise counsel on the part of those who might be able to advise in a vocational capacity. Success is the result of initiative, of the wise application of knowledge, of will-power, of determination to master the work which has been undertaken, of tact, of health, of imagination, of many qualities. There is a discouraging note in the fact that

those who most earnestly seek advice from others as to what profession or vocation to enter in order to insure personal success are usually lacking in success qualities. Wise vocational guidance is desirable, but if there are those who believe that this alone insures success they have doomed themselves to defeat before commencing to develop their career.

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## **PROGRAM FOR THIRD ANNUAL CONVENTION**

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### **Executive Committee at its January Meeting Completes Arrangements Covering Work of Committees**

The Executive Committee of our Association met in New York on January 5th. The following were present:

Mr. John McLeod, First Vice-President, presiding; Dr. Lee Galloway, Secretary; Mr. E. J. Mehren, Treasurer; Mr. William D. Kelley; Mr. C. R. Dooley; Mr. A. F. Bardwell; Mr. J. W. L. Hale; Mr. E. M. Hopkins; Mr. George N. Van Derhoef (proxy of Mr. M. W. Mix); Mr. James A. Roosevelt, Chairman of the Committee on Allied Institutions; Mr. Arthur E. Corbin, Chairman of the Committee on Public Education; Mr. C. A. S. Howlett, Chairman of the Committee on Advertising, Selling and Distribution; Mr. C. R. Johnson, Chairman of the Committee on Employment Plans; Mr. L. H. Burnett, Chairman of the Committee on Safety, Hygiene and Co-operation; Professor M. T. Copeland, of the Committee on Advertising, Selling and Distribution; Mr. A. C. Vinal, of the Committee on Vocational Guidance; Mr. H. G. Petermann, of the Committee on Advertising, Selling and Distribution; Mr. J. C. Robinson, of the Committee on Safety, Hygiene and Co-operation; Mr. Howard Dunbar, of the Norton & Norton Grinding Companies, Chairman of the General Local Committee on the third annual convention; Mr. F. C. Henderschott, Executive Secretary.

A letter from President Steinmetz's secretary advised of the President's illness and inability to be present.

The report of the Executive Secretary showed progress in the matter of incorporating our Association.

Mr. N. F. Dougherty, of the Pennsylvania Railroad Company, was added to the Committee on Employment Plans, and Mr. J. W. L. Hale, of the same company, was added to the Committee on Trade Apprenticeship Schools. Mr. A. A. Anderson, Chairman of the Educational Committee of the American



Museum of Safety, was added to the Policy and Finance Committee, and Mr. N. C. Kingsbury, Vice-President of the American Telephone & Telegraph Company, also accepted appointment on the latter committee.

The Executive Committee authorized a charge of twenty-five cents the copy or \$2.00 the year for the Association's Monthly Bulletin and the Executive Secretary was instructed to receive subscriptions on this basis.

The Executive Committee was advised that certain persons are sending questionnaires to the members of our Association, securing data which is afterwards used for private profit on the part of the person securing such information. To prevent this practice, all members of our Association are asked to send all requests for data to the Executive Secretary's office for investigation before such data is furnished.

Mr. Howard Dunbar, of the Norton & Norton Grinding Companies, Chairman of the General Local Committee which will handle arrangements for the third annual convention, was present and submitted a list of Chairmen of the Local Committees, which list was approved, the list having been submitted by the Norton & Norton Grinding Companies and the American Steel & Wire Company, which will act as hosts for the third annual convention, to be held at Worcester, Mass., the second week in June.

The chairmen or other members of committees which were present at the meeting reported for their various committees, and all of these reports were referred to a special committee to compile a general questionnaire to be sent to all our Class "A" members for the purpose of securing information to be used in connection with the reports made by the various committees to the third annual convention. The plan of work as outlined by the various committees was approved by the Executive Committee. All committees will submit their final report to the Executive Committee at its meeting in New York on the first Tuesday in April. These reports will then be printed; a copy of each report sent to each member of our Association. The reports will form the principal part of the program for the third annual convention and members are asked to come prepared to discuss these reports. It is believed in this manner the greater amount of progress can be made.

The Executive Committee adjourned subject to the call of the President, with the understanding that it will not meet again

until April unless there is business of sufficient importance to justify calling the committee together.

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### **LESS ENTER HIGH SCHOOL—MORE GO TO WORK**

A report showing the destination of the 541 pupils of Rochester, N. Y., who graduated from the grammar schools on January 22d is of interest. While there are 42 more graduates this year than last, there are but 332 who have announced their intention of entering the high schools, against 342 who entered last January. The number of pupils intending to go directly to work is also noticeably large, 56 announcing this as their aim, where but 35 did so last January. There are also 21 girls who will go neither to work nor to school, and the observation of the teachers leads them to believe that in many cases these girls are needed in the home in order that other members of the family may be free to enter the industrial field.

The Board of Education, through its principals and teachers, and through the "Bulletins of Rochester Public Schools," which has been placed in the hands of every prospective graduate, is doing its best to bring both pupils and parents to the realization that the decision as to the child's future, made at this time, is a most important one. It has been said by a member of the Washington Board of Statistics that every day spent by a boy or girl in school after the completion of the grammar school course is worth \$10 in future wages by reason of the greater efficiency and breadth of comprehension which he or she gains through the work in the high school, vocational school or business course.

While many of those who have announced their intention of entering the two high schools will enter one of the literary or professional courses, others are entering the business course in which, in addition to the subjects of accounting, stenography and bookkeeping, they receive a sufficient training in commercial mathematics, commercial geography, American and English history, civics and economics to ensure a broad commercial efficiency which will bring promotion to positions of responsibility within a short time after graduation.

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### **GOMPERS ADVOCATES INDUSTRIAL EDUCATION**

Samuel Gompers, president of the American Federation of Labor, has made a strong plea for vocational education for children of all workers.



"If the American workman is to maintain the high standard of efficiency," said he, "the boys and girls of the country must have an opportunity to acquire educated hands and brains, such as may enable them to earn a living in a self-selected vocation and acquire an intelligent understanding of the duties of good citizenship.

"No better investment can be made by taxpayers than to give every youth an opportunity to secure such an education. Such an opportunity is not now within the reach of the great majority of the children of the wage-workers. The present system is inadequate and unsatisfactory.

"The one trouble in America today is that too many of our youths who have graduated from the grammar or high school are misfits industrially. If we are to secure industrial supremacy, or even maintain our present standards in the industrial world, we must in some way in our educational system acquire an equivalent to our old apprenticeship system. Organized labor favors that plan of industrial training that will give our boys and girls such a training as will help them to advance after they are in the industry."

## VOCATIONAL EDUCATION IN INDIANA

*Indianapolis Times*

The first annual report on vocational education in Indiana has been submitted to the State Board of Education by State Superintendent Charles A. Greathouse, and it shows a gratifying progress. The report covers not only the vocational education activities, but also the work being done in instruction in the elements of scientific farming.

The trend in educational methods to-day is toward the practical; it is away from facts and figures and dead languages and ancient philosophy and toward those fields of learning and experiment which aid in preparing the student to make himself an efficient workman and an independent citizen from the day he is graduated from school.

The number of educated delinquents which find their way into State institutions and become the wards of charitable organizations is evidence enough to create a suspicion that our educational system has been grievously lacking, and it is a matter of exceptional interest to all of us that the State is turning its attention to the neglected places in the school system.

The report indicates a satisfactory progress. It indicates, too, that there is a greater demand for vocational courses than can be furnished immediately, and gives us an idea of what the work will eventually become. It can only be a few years until every school—grade, high school, academy and college—will have its vocational courses, and it will be but another generation when it will be impossible to say that from a practical standpoint the most helpless man in the world is the one who is graduated with what we now term a "liberal education."

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### **MRS. YOUNG SEEKS WAY TO KEEP SCHOOLS FULL**

#### **New Methods Imperative or Pupils Cannot Be Held, She Asserts**

Radical reform in the elementary education of children was advocated by Mrs. Ella Flagg Young, superintendent of the Chicago public schools, in an address at the convention of the National League of Compulsory Education officials held in November. She said that unless new methods are adopted children cannot be held in school.

"About fifty per cent of our children leave school before we are through with their elementary education," said Mrs. Young. "We must have something that appeals to the child mind, something that will awaken it."

"There are three types of children, one of which is the restless type. That is the type the public school loses, and we lose those children because we do not give them something to do. We have got to offer them more than one line of work and show them things which are positively useful in the child eye."

"In time the strictly academic course may give way to the industrial course. And I would change other courses of study when necessary. I would give boys and girls earlier in life such subjects as physics, chemistry and modern languages."

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The need for the establishment by the city of Boston of a fully equipped trade school for girls in the North End is set forth at length in a report of the Board of Managers of the North Bennet Street Industrial School. "A Branch of the Boston Trade School for Girls has been established in our buildings," states the report, "and it has had applications from over three times as many girls as it has been able to accommodate. This demonstrates the need for a fully equipped trade school, and it is expected that the city will soon take up this opportunity as it has followed out other lines of work inaugurated by us."

### **WORCESTER CONVENTION COMMITTEES**

The Local Committee on Arrangements for the third annual convention of The National Association of Corporation Schools, to be held in Worcester, Mass., June 8th, 9th, 10th and 11th, has been perfected and is given herewith:

#### *HONORARY COMMITTEE*

MR. CLINTON S. MARSHALL.	MR. GEORGE I. ALDEN.
MR. CHARLES L. ALLEN.	MR. G. A. CRAGIN.
MR. GEORGE N. JEPFSON.	MR. ALDUS C. HIGGINS.
MR. CHARLES H. NORTON.	MR. J. B. MOSS.
MR. J. G. DEERICKS.	MR. E. BOLEY.

#### *GENERAL COMMITTEE*

MR. H. E. DUNBAR, Norton and Norton Grinding Companies.

#### *COMMITTEE ON ARRANGEMENTS*

MR. C. R. STURDEVANT, American Steel & Wire Company.

#### *COMMITTEE ON HOTEL AND TRANSPORTATION*

MR. D. A. BATES, American Steel & Wire Company.

#### *COMMITTEE ON PUBLICITY AND NEWSPAPER*

MR. ALBERT B. FRITTS, Norton Company.

#### *COMMITTEE ON EDUCATIONAL EXHIBITS*

MR. A. G. WARREN, American Steel & Wire Company.

#### *COMMITTEE ON RECEPTION AND ENTERTAINMENT*

MR. J. F. COMSTOCK, Norton and Norton Grinding Companies.

Mr. H. W. Dunbar, General Chairman of the Committee to look after the convention, writes:

"We have the work fairly well organized here and are planning an extensive publicity campaign."

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The city of Rochester, N. Y., has decided to establish a junior high school. The new system will go into effect next September.

## **EDUCATIONAL NEEDS OF NEW YORK STATE**

### **Dr. Finley, State Commissioner of Education, Urges Need of Industrial Survey for Educational Purposes**

The New York State Factory Commission, of which Senator Robert F. Wagner is chairman, has resumed its hearings. The last session was devoted to a discussion of the wage problem, the principal witnesses being Dr. Howard B. Woolston, the commission's investigator, and Dr. John Huston Finley, State Commissioner of Education.

#### **Necessity for Industrial Survey**

Dr. Finley spoke on "The Necessity for an Industrial Survey for Educational Purposes."

"The State of New York," he declared, "is already committed to the support of education whose object is to fit people for profitable employment in industrial work. It has expressed its willingness to aid any and every agency that really makes for a better citizenship through training that is called vocational. But we are not to support any and every school that is or is called vocational, appealing as that word is. Money may be needlessly and so unwisely and wrongfully spent, even for vocational purposes. What we most need to do now is to determine with accuracy in what varying ways the adaptation of such instruction to the higher wants of communities can be made. That means a closer study of individual communities and a comparison of the results of such studies throughout the State.

"What such an educational-industrial study or survey should discover and indicate with some degree of definiteness is:

"1. What type of vocational instruction will best serve this community, or that—for every community must develop in its own best way, which may be different from that of any other.

"2. What specific prevocational training rather than specific trade instruction will be most valuable in the guidance of youth between thirteen and sixteen.

"3. Whether there should be a clear differentiation of courses at the end of the sixth grade, and so a reorganization of the high school which grows out of that.

"4. Whether the part-time system of industrial training does not offer the greatest opportunity for usefulness at a minimum of expense in raising the standard of industrial efficiency.

"5. How the de-energizing jobs in the shops, jobs which

are still necessary, are to be supplemented by that which will offset their enervating effect upon the individual and the community.

"I hope that this industrial survey will but give basis for a continuing study of the relationship of education to community happiness and well-being through industry."

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### **VAIL FARM FOR SCHOOL**

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#### **Financier Gives Vermont Estate for Education of Girls**

An offer by Theodore N. Vail, President of the American Telephone and Telegraph Company, to turn over to the State his large farm at Lyndonville as a school for girls is contained in a circular letter addressed to all members-elect of the incoming Legislature. Mr. Vail already has established at Lyndon an agricultural school for boys.

"I now desire," said Mr. Vail in his letter, "to use my energy and means to demonstrate the utility, necessity, and advantage of schools for girls where they may be thoroughly trained in all the home-life industries and economics to make good homes and housewives."

The Speedwell Farm, Mr. Vail's home at Lyndonville, has hundreds of acres of land and many fully equipped buildings. Mr. Vail estimates that for the State to provide such a plant as he now offers would entail an expense of \$150,000. He believes that an annual appropriation of \$20,000 to \$30,000 would be sufficient to maintain the school.

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### **URGES INDUSTRIAL EDUCATION**

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#### **President Harrison, of the Southern Railway, Addresses Leaders at Richmond**

Featuring the Virginia Education Conference which was attended by more than 2,000 teachers, was an address by Fairfax Harrison, President of the Southern Railway, who spoke on "The School of Hellas." President Harrison, who is considered an authority on literature, said:

"If God is on the side of the big battalions, then God is today with the advocates of so-called scientific as distinguished from classical education. It is probably fair to attribute this

largely to the influence of Augustus Comte, for his enunciation of the philosophy of positive studies and their absolute necessity for an industrial people in the modern world, as contrasted with a merely literary education, is as much a vital force now as when it inspired Herbert Spencer.

"My own view of the reason for the decay of classical studies is that the insistence upon them has been too purely literary."

Mr. Harrison urged the study of the classics to thwart the danger which lies in the social democracy toward which the country seems to be tending.

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## **WALL STREET RECOGNIZES VALUE OF EDUCATION**

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### **New York University Institutes Courses on Behalf of Financial Institutions**

Wall Street has become a university! When the daily transactions on the floor of the Stock Exchange are concluded, the casual visitor to the smoking room at the head of the members' gallery will find a gathering of from fifty to seventy-five employees of various concerns assembled to hear lectures and secure instruction in banking, finance and mercantile pursuits from the "big men" of the financial world as well as from technical experts.

When the visitor recovers from his surprise at the fact that there is a schoolroom in the Stock Exchange he will realize that it marks a very distinct departure in American education. Wall Street, feeling its own pulse and giving out its own specifics, is a new, a regenerate Wall Street. Clerks and "runners" with a technical education, superior in many respects to that of the commercial magnates who employ them, will be the paradoxical but living proofs of a new regime in Wall Street.

In spite of the fact that the school has just started it has already 150 members, and is rapidly growing. Besides the classes in the Stock Exchange others are being held in the Chamber of Commerce and in rooms supplied by the Bankers' Trust Company, Spencer Trask & Co. and the United States Realty Company.

There are to be thirty-seven courses, which are divided in three groups, the general, the financial and the commercial. Eight courses have now started, including economics, accounting, business English, money and credit, commercial banking, foreign exchange and commercial Spanish. A valuable course in foreign trade opened on December 11th, and eight more courses began



with the new year. The rest will be commenced as soon as possible.

Students of both sexes will be allowed to attend these courses on the same terms as they are admitted to the School of Commerce uptown, and their work can count toward the degree of Bachelor of Commerce in case they desire.

The instructors in the courses will be professors from New York University and well-known men from the financial district.

The men who are in the courses come from all walks in life and are of all ages, from graduate office boys of seventeen to the middle-aged or elderly heads of departments in important houses who are seeking to broaden their practical knowledge, which is large in some directions but limited in others.

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### **NEW JERSEY OUTLINES NEW PLAN**

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#### **Assistant Commissioner Meredith Explains Workings of System of Academic, Industrial and Commercial Work in Seventh, Eighth and Ninth Grades**

Decision has been reached by the State educational department of New Jersey as to the courses of study and their content in junior high schools whose work would occupy the seventh, eighth and ninth grades under the proposed "six and six" system, which makes the end of the sixth grade the point of departure for specialized work, whether academic, industrial or commercial.

Three courses have been outlined with a full curriculum, including limited electives, for each. First intimation of their scope, so far as is known, was made by Assistant State Commissioner A. B. Meredith. The plan is to divide the last six years of the full course into three years of junior and three of senior high school work, the junior high schools to be conducted in smaller communities, so that transportation, other than in actual rural communities, would not begin until the tenth grade or the first year of the senior high school.

As outlined by the speaker, who is in charge of high school work in the State, the junior high school program is as follows:

The curriculum for the academic course for the first year should contain English composition in relation to vocabulary and grammar work, literature, spelling and word study, penmanship, mathematics, not in the sense of algebra, geometry and higher mathematics, but in practical arithmetic; geography, collateral



and general history, personal hygiene, music, such as chorus work; drawing and manual training.

### **More Industrial Work**

The only difference between the academic and industrial courses is the substitution in the latter of an extra period of manual training in the place of drawing for boys, and for girls domestic science in the place of manual training. The commercial course substitutes the use of the typewriter for the vocabulary work and grammar.

For the second year, or eighth grade, in the academic course, United States history takes the place of geography; community hygiene takes the place of personal hygiene, and the remainder of the course is the same. The industrial course is a continuation of the work of the first year. The commercial course gives the pupil a choice of two branches, either foreign languages or typewriting, employing business correspondence and forms. These replace vocabulary and grammar, while the other subjects continue the same as in the first year.

The ninth grade in the academic course includes in the English composition editorial work and business letters, along with the grammar and vocabulary work. The literature study is a continuance of the previous years, as is also penmanship. Mathematics includes algebra and geometry, and civics is taught instead of history, embracing collateral current events, history and geography.

In the place of hygiene in the third year general science is taught, which covers physics, chemistry and biology. In this course the pupil may elect one of three subjects, including drawing, manual training and elementary book-keeping. In the industrial course of the third year general science and the optionals are substituted by manual training and mechanical drawing with shop accounts.

### **Modern Language and Shorthand**

The commercial course permits the pupil to study Latin or some modern language and typewriting and stenography instead of English composition.

The speaker advanced three arguments in favor of the "six and six" plan as it is known, viz: It would keep the pupils in school longer; it would be of material benefit to pupils who cannot remain in school after attaining the age of fourteen, and lastly it would be of a moral advantage to pupils coming in from the rural districts.

## **VOCATIONAL EDUCATION IN NEW JERSEY**

### **Public Schools Must Give More Time to Vocational Work Declares Assistant Commissioner for Industrial Education in Annual Report**

Boys repairing a cottage to be used for the girls of the domestic art department of their school; girls in a domestic science department of their school conducting a successful lunch-room for students; a school bank organized in which pupils deposit their savings; boys successfully conducting a poultry plant; school and home gardens carried on; crop raising contests and fruit canning demonstrations are some of the interesting experiments that were made by pupils in the vocational, manual training and agricultural departments of the public schools of New Jersey for the school year ending June 30, 1914. These and many other facts about the advances in these departments of the schools are shown in a report submitted to State Commissioner of Education Calvin N. Kendall by Lewis H. Carris, Assistant Commissioner for Industrial Education and Education in Agriculture.

The report shows that more than 250,000 pupils were given manual training in the schools of the State during the year. The amount expended for manual training was more than \$540,000. Under the State law the State duplicates the amount appropriated in a school district for this work, and the amount so appropriated during the year by the State was \$270,000.

Mr. Carris' report deals with the administration of the vocational school law; the administration of the manual training law, and the introduction of agriculture as a part of regular school work. During the year ending June 30th last 30 manual training courses were approved by the State Board, making 123 districts in the State receiving State aid in manual training.

The first year of the actual operations of vocational schools established under the law of 1913 and the rules of the State Board of Education ended June 30th last. During the year there were established, or made to conform to the provisions of the law, vocational schools and departments in Atlantic City, Bayonne, Passaic City, Paterson, Newark and Jersey City. Mr. Carris reports that 524 boys attended all-day vocational schools or departments; 144 girls attended all-day schools or departments; 2,213 men attended evening vocational classes; 1,164 women attended evening classes in household arts, and 198

women attended evening classes in trades. This makes a total of 4,243 persons who took work in State aided vocational schools during the school year.

The Industrial and Technical Schools in Trenton, Newark and Hoboken are not included in the foregoing summary, as they are organized under a special industrial school law. The attendance at these schools during the year were: Trenton, 694; Newark, 452; Hoboken, 353, or a total of 1,499.

Discussing the time to be given to manual training in a school, Mr. Carris says:

"It has been our policy to advocate a longer period for manual training work in the belief that a great deal more time could be devoted to this subject without loss to the pupils in their academic work, provided proper correlation were made. During the past year there has been a noticeable increase in the amount of time devoted to manual activities. Very few schools are now devoting less than 75 minutes a week, and most schools are allowing one and a half to two hours a week.

"There is no reason why at least three hours a week should not to be devoted to the arts in the seventh and eighth and high school grades. If manual activities are to give a forceful impetus to the school work in general a proper amount of time must be given to them in order to secure far-reaching results."

The tendency the past year, Mr. Carris shows, has been to develop other manual activities than wood work. Concrete, electricity, metal work, printing and elementary mechanics for boys; millinery, laundry work and other household activities for girls, are some of the other lines that have been undertaken. Another new development is individual products instead of class teaching. This is being encouraged, Mr. Carris says.

The report shows that much progress has been made in the induction of the teaching of agriculture in the rural public schools. In the elementary grades this is confined to practical work, while in the high school grades the science of agriculture as well as its practical side is taken up. In some instances plots for school demonstration purposes were provided. One school has a complete greenhouse in successful operation for study, and another school is equipping one.

"New Jersey must attack soon the problem of preparing more teachers in industrial and vocational training," is a warning note given by Mr. Carris. At present practically all of the teachers of manual training are prepared in institutions outside this State.

Mr. Carris declares that the State Department of Public Instruction is anxious to encourage the organization of vocational household arts classes and believes that much of the evening work now patterned after the day courses in household arts, can be made more effective if organized under the vocational school law.

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### **APPROVE SCHOOL FOR SALESMEN**

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#### **Managers of Studebaker Corporation Find System of Educating Employees of Great Value**

E. R. Benson, Vice-President and Director of Sales of the Studebaker Corporation, in a recent interview said that the Studebaker school of salesmanship in Detroit was receiving unqualified approbation from the corporation's managers all over the country. A class of twenty-five salesmen enters the school every Monday. The men are taken on tours through various plants and are familiarized with every step of manufacture. Demonstrators take the car apart before their eyes, and there are practical talks by sales experts on how to handle customers.

Studebaker salesmen are kept in constant touch with the headquarters in Detroit. Sales letters, catalogues, information of all sorts are issued every week, and the student can easily avail himself of the opportunities offered.

To spur the salesmen on to renewed effort, the officers are offering twenty gold watches as branch and district prizes. The prizes are to be given, not for selling Studebaker cars, but for stories on the best way to sell Studebaker cars. A committee of experts will pass on the various ideas submitted, and the winning article will appear in the *Studebaker Salesman*.

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### **STARTS SHORT UNIT COURSES**

Boys do not like to leave their employment for long periods to take up training which brings in no wages during the period, and older men are unable to devote their evenings regularly for nearly a year to complete a vocational course. It was to meet this criticism of public schools that the director of the North Bennet Street Industrial School of Boston inaugurated "short unit courses" this year.

The courses in clay modelling, house framing and construc-

tion and showcard and sign painting particularly have been revamped with a view to making them more intensely practical than ever and to make them available for those who have limited time at their disposal.

The modelling work, for instance, has been divided into a number of separate units, each complete in itself and representing a distinct branch of the trade. One course of 20 lessons is offered in plaster casting, to be followed by 20 lessons in glue mould casting. Every detail of a branch of the trade can thus be given thoroughly and a man can drop his work, if necessary, at the end of 20 lessons and consider himself completely equipped so far as this one line is concerned.

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### **WANTS VOCATIONAL IN ALL HIGH SCHOOLS**

Two things which Mrs. Ella Flagg Young will work for especially during her present term, as Superintendent of Schools of Chicago, are more extensive plans of vocational education and of supplementary reading.

She will work for vocational in all of the twenty-one high schools of that city. At present there are only five high schools where technical and vocational work is taught. She will also try to get industrial courses in all of the 300 elementary schools, she asserted. There are such courses at present in sixteen schools.

"I shall make strenuous efforts to develop vocational training in all of the schools," she said. "I find that vocational work keeps the children in school much longer than when they are limited to book work. It also does away with truancy to a great extent.

"We ought to learn what vocations the young people enter. In a city like Chicago this is a difficult matter. We cannot limit the schools to one line in teaching vocational work. If we do, that line will become overstocked and many young people will be left with nothing to do.

"Vocational students should be trained for a special industry, but they should be trained also in such manner that they may switch to another industry similar to the one they have studied if the circumstances demand it."

Mrs. Young asserted that the public library should supply all the books for supplementary reading in the public school. She said that the library board should purchase more books in order to make it possible for the library to supply the books to the schools.



## **NEW IDEALS IN INDUSTRIAL LIFE**

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### **Judge Gary Enumerates the Old—Competition—and Points to the New and Better—Co-operation**

Judge Gary, chairman of the board of directors of the United States Steel Corporation, spoke recently before the American Iron and Steel Institute on the similarity of the results of the European War and competitive warfare in business. He said:

"The nation that wins will surely lose, although this would seem at first blush a paradox. The enormous cost and the long-continued suffering on the part of the survivors will not be fully covered by any success or glory or indemnity. Before now every participant in the contest must realize that it would have been better to have settled, if possible, all the existing differences, real or imaginary, on a basis approved by some competent and impartial tribunal. The sums expended and to be expended by the different nations would have greatly extended their opportunities for success and happiness if wisely used for those purposes. Personally, I believe in a positive and binding agreement between all the nations for the final settlement by arbitration of all international disputes by a competent and impartial tribunal, and for the enforcement of decisions by the nations not personally involved in the question at issue. Such an agreement could be made, such a tribunal could be permanently established and such an enforcement made practical if the nations were so disposed. . . . I hope the time will come, even though not in my time, when wars and rumors of wars will cease altogether.

### **The Same Reasoning Applies to Business**

"All that I have said applies forcibly to our business. We who are here today are engaged in competition; we are naturally selfish. We are often inconsiderate and indifferent. In representing the interests of those who place us in official position, we feel obligated to strive for success, and we go beyond reason or justice. As many of you have remarked at previous meetings, it was customary in the days gone by to harbor the same feelings and to pursue the same line of conduct in the iron and steel trade that have been exhibited in the European conflict. Business men struggle for revenge, or conquest, or suppression, or other reasons just as bad. The graves of concerns destroyed were numer-

ous. This has lately been testified to in open court by those who are familiar with the subject."

### **Co-operation Replacing Warfare in Business**

As bearing on these conditions, Judge Gary quoted from an address made by another member of the Institute on a former occasion: "The old basic principle," so ran the quotation, "was based on a distrust of one's competitors; on the feeling that, to succeed yourself, you must crush your rivals; and on the solid belief that they were mean enough to feel the same toward you. As a result, every man went out knifing for his competitors; and industrial panic ran like wildfire. The smaller concern went down to ruin, and the stronger, which worried through to harbor, required financial experts to heal or hide his wounds. No one benefited by this—all suffered, manufacturer and consumer alike." Judge Gary thus proceeded in the same view:

"Today I congratulate you on your success in bringing about a new order of things in business. You have become well acquainted; you have confidence in each other; you believe what is told you; you recognize the interests of your neighbor; you are glad when he prospers and equally sorry when he fails of success. You have a better and clearer understanding of business obligations. You can faithfully represent your stockholders, or the owners of your properties, and indulge in the keenest competition without doing anything that is destructive and oppressive or unfair.

"And so I trust that in all our deliberations we bear these principles in mind. Commercial warfare, which means destruction and oppression, should be as distasteful as the battles which kill and maim the soldiers, for they are the same in pecuniary results. They are injurious to all of those who are engaged and they seriously distress those who may be dependent upon the concerns which are eliminated. Without taking more time to further discuss these questions, I suggest that it is to the benefit and interest of all of us to have each one of those engaged in competition proportionately successful with others; and that by all fair, honorable and proper means we should encourage these conditions.

"Communities succeed or fall together. Competitors in trade, producer and consumer, employer and employee, the private individual and the public—all secure the best results if they work together. The success of one on legitimate lines means the benefit of all, and the failure of one means loss to all."



### **TELLS OF TRADE TRAINING'S VALUE**

#### **L. D. Burlingame, Addressing Metal Manufacturers' Association at Philadelphia, Tells of Efforts of Brown & Sharpe Manufacturing Company to Develop Courses**

"Industrial Education and Trade Training" was the subject of an address delivered by Luther D. Burlingame, industrial superintendent of the Brown & Sharpe Manufacturing Company, before the Metal Manufacturers' Association of Philadelphia.

Mr. Burlingame explained the means which are being used at the Providence plant with which he is connected to develop trade training among the youth of the community, and told of the success with which these efforts have met.

His address follows: "There are three forms of industrial education which now stand out prominently as promising to give practical help in the supplying of skilled workmen. These are: the corporation school, where the instructor is employed by the manufacturer and gives school training to apprentices within the works and during working hours; the co-operative part time school, where in co-operation with the school authorities part of the apprentice's time is spent in the school and part in the shop, the usual division being alternate weeks. Besides these two forms of training many men are still coming up to responsible positions through the regular system of apprenticeship, or even when starting as operatives only, by supplementing their shop work with evening study.

#### **Several Forms Tried**

"In the city of Providence all of these forms of training are having attention. In fact, all three are in use at the works of the Brown & Sharpe Manufacturing Company, which I represent. For a number of years in these works boys have been given school work under an instructor for an average of three hours per week during working hours. This applies to the regular apprentices who are paid for their time given to the school work.

"Some time ago the manufacturers of Providence, feeling the need of some further training to produce skilled workmen, combined with the city authorities to work out a plan of co-operation. This resulted in the adoption of a part-time course which has been under way for several years, but is still in the experimental stage.

"The conditions in a city like Providence are possibly not as favorable as in the city of Fitchburg, where this plan for boys of high school grades was first started, and which is perhaps today the best example of its successful working. There has been a feeling on the part of some of the school authorities of Providence that anything done by the school authorities to help the manufacturer would be misdirecting the school funds, and the question has seriously been raised whether such funds can be used for such work, which they claim is not strictly for educational purposes, especially when it leads away from 'book learning.'

### **Boys Should Be Trained**

"We find also a strong feeling on the part of educators that boys should be trained only for foremanship and the higher positions of life, which directs the training to the smaller number and leads away from the training specially adapted to and needed by the large majority who should be trained as skilled workmen.

"I believe this to be a mistake which is constantly being made by educators and which has diverted the work of the National Association for the Promotion of Industrial Education from what had been hoped would be its object, the providing of instruction for this vast army of workmen which would make them better and more efficient workers, to the more academic lines, thus getting back into the old rut.

"This has led to the organization of another national body, the Association of Corporation Schools. Whether this will keep to the desired purpose of training for skill or not remains to be seen.

"I believe that there is a mistaken idea regarding skilled workmanship as a life work, and that boys should not be led away from this, but should be trained to consider that such a life work is worthy of their best efforts and to realize that it can bring satisfactory rewards.

### **What Training Is Needed**

"One of the greatest troubles in Providence, and I believe it is so elsewhere, is to secure a correct understanding on the part of parents as to what training their boys need to fit them for the mechanical trades and as to what constitutes success in those trades.

"We have gone by the time when we need to discuss the question as to whether vocational training is desirable or not. The

old conditions of home life as well as manufacturing have been so changed that some form of industrial training must be adopted to supply the needs brought about by these fundamental changes.

"At the present time probably no one form of training should be adopted to the exclusion of others, but all should be made use of. The great unsupplied need at the present time is for the training of workmen, and the sooner educators and others having the handling of funds and the determining of the lines of training to be pursued see this, and hand in hand with the manufacturer work to supply this need, so much the sooner will we see results in the raising of the standard of workmanship in our shops, and laying a foundation for useful and worthy living for the boys."

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### **\$25,000 STATE AID TO TRADE SCHOOLS**

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#### **Education in Industrial, Agricultural and Household Arts in 26 Districts**

Approximately \$25,000 is being paid out to school districts of Pennsylvania as State aid for courses in industrial and agricultural education and for instruction in household arts. This is the largest amount of money ever given out for vocational education by this State, and illustrates the manner in which courses of practical instruction have been taken up.

Eleven districts have taken up industrial education and ten have been giving instruction in household arts, while five have full-fledged courses in agricultural education. The amount devoted to State aid for industrial education is \$16,232.68, for household arts \$3,255.17 and for agriculture \$3,608.55. A very substantial proportion of State aid is given for this instruction.

The districts which have received State aid for industrial education are Scranton, Altoona, Williamsport, Ellsworth, Wilkes-Barre, Nanticoke, Shickshinny, Shamokin, York, Wenamie, Philadelphia and Pittsburgh. Those which were given aid for household arts are Waynesboro, Titusville, Scranton, Altoona, Williamsport, Ellsworth, Nanticoke, Shamokin Hazleton and Gettysburg.

Agricultural education was given State aid in Waterford, Honesdale, Tryon and Montrose boroughs and in Mt. Pleasant Township, Westmoreland County. Since school began other districts have taken up agricultural education and will be extended aid from the Commonwealth next year.

## **FUTURE OF OUR COUNTRY DEPENDS ON EDUCATION**

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### **Must Perfect Our Workers, if We Would Compete With Other Nations, Say Speakers at Educational Conference**

"The whole future of this country depends upon industrial education," said James P. Munroe at the opening of the last day's session of the National Society for the Promotion of Industrial Education at the recent convention held in Richmond, Va. "If we are to take our place in the markets of the world with other nations, we simply have got to perfect our workers, and nothing will do this like an early training. If we neglect this, Germany and France and the other countries will outstrip our efforts, because they have already fully awakened to the necessity of such an education for the children."

Julius Henry Cohen, of New York, discussed "the recognition of industrial education in trade agreements," saying that "matters which ultimately and vitally concern both the employer and the employee are being dealt with by means of a joint agreement known as the protocol. It is coming to be recognized that in some industries the training of the worker should be as much a matter of trade agreement as hours of labor, scales of wages, grievance boards and such other things." Lewis Gustafson, superintendent of the David Ranken School of Mechanical Trades, St. Louis, Mo., discussed the recognition of industrial education for apprentices by organized labor.

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## **VOCATIONAL CLASSES VALUABLE**

*(Paterson, N. J., News)*

Vocational classes in the Evening High School are proving most popular and in a community such as this there is every reason to encourage the formation of these classes in which practical instruction is given. Paterson is essentially a working city with fully 90 per cent. of its population employed in manufacturing industries and it is most fitting that young men who desire to improve their spare hours should be given an opportunity to learn some worth-while trade. The latest class to be formed is the plumbing class, and already there have been over 80 enrolled. Superintendent Wilson is planning to start a course for ma-

chinists' apprentices, which would also prove of great value. In this work the Superintendent of Schools is entitled to the hearty support and co-operation of the members of the Board of Education and the entire city government for that matter.

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### **URGE VOCATIONAL SCHOOL TRAINING**

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#### **Dr. Charles A. Wagner Strongly Favors Industrial Education in Delaware**

Following closely upon the steps of other public men, Dr. Charles A. Wagner, State Commissioner of Education of Delaware, has given his views as to the possibilities of adopting a system of industrial education in Wilmington which seemingly could, at comparatively small expense, be worked out to the complete satisfaction of all concerned.

"Without waiting for unanimous consent," said Dr. Wagner, "every city and town community must take some action in this matter of teaching studies that prepare for vocations. The facts positively demand it.

"What are the facts? In New York City alone, I know positively that approximately 90,000 boys between the ages of 14 and 16 are in occupations in which they can never earn more than \$9.00 or \$10.00 a week; that is, without education that has vocational accompaniments. Boys and girls leave school and take the first job that offers, to find themselves in a blind alley, a pathway to despair, before they ever reach maturity.

"Another fact: 85 out of every 100 children receive little or no education after the fifth or sixth school grade. Statistics prove that this percentage is about right. They drop out of school to go to work and thereafter stop almost all mental development. They may be able to read and write, but taste, appreciation, enjoyment of the distinctly human, the mental and intellectual pleasures is never reached. We have so many children in Delaware who must be in such a short time confronted with the necessity of earning their daily bread, that it seems a great pity that something cannot be done better to prepare them for life's struggle, than merely teaching reading, writing and arithmetic. I am quite sure that if the subject is approached from the proper angle, those in charge of the education of our children and those charged with the making of laws governing education, cannot help seeing



the tremendous necessity for the introduction of industrial education into our school system."

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### **EDUCATION BOARD AIDS CANNING CLUBS**

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#### **Farmers' Girls of the South Learn to Add to the Family Income—Has Spread the Work Through Fourteen States Since 1911**

The eighth instalment of the forthcoming report of the General Education Board, made public yesterday, deals with the work done by the Board and the Federal Department of Agriculture in the homes of the farmers through the organization of the Girls' Canning Clubs, which have operated to produce much the same results among the wives and daughters of farmers that the Boys' Corn Clubs have brought about among the farmers' sons.

The plan, which was first tried on a modest scale by a South Carolina woman, was developed by Dr. Seaman L. Knapp of the Department of Agriculture, who has been in charge of the work carried on by the department and the General Education Board in the South, and its results have been, not only more money for the women of the farm, but instruction in more efficient and sanitary methods, a broadening of the outlook, and a considerable increase in the social life of farm communities. The report says in part:

"The demonstration work," wrote Dr. Knapp, in his report, "has proven that it is possible to reform by simple means the economic life and the personality of the farmer on his farm. The Boys' Corn Clubs have likewise shown how to turn the attention of the boy toward the farm. There remains the home itself—and its women and girls.

"This problem cannot be approached directly. The reformer who tells the farmer and his wife that their entire home system is wrong will meet with failure. With these facts in view, I have begun a work among girls to teach one simple and straightforward lesson which will open their eyes to the possibilities of adding to the family income through simple work in and about the home."

#### **Began with Tomatoes**

Something of the kind had indeed already started near Aiken, S. C., where Miss Marie Cromer had purchased a canning outfit and organized some canning clubs among the girls of the vicinity.

tomatoes having been chosen as the most available garden vegetable.

Once more Dr. Knapp seized upon an idea and in vision saw it encompassing the entire South. He saw in it a means of importing a new interest into the home of bringing about co-operation in domestic tasks between mother and daughter, of encouraging rural families to provide better food at lower cost by utilizing orchard and garden products, of providing girls a way of earning money, of furnishing teachers a method of helping entire communities.

The method is simple: Each girl takes one-tenth of an acre and is taught how to select the seed, to plant, cultivate, and perfect the growth of the tomato plant. Meanwhile portable canning outfits have been provided, to be set up out of doors—in the orchard or the garden—and trained teachers of domestic science instruct the local teachers in the best methods.

When the tomatoes are ripe the girls come together, now at one home, now at another, to can the product. It is done in the most up-to-date fashion. The girls are taught the necessity of scrupulous cleanliness; they sterilize utensils and cans, seal and label, and, indeed, manufacture an easily marketable product.

Three hundred and twenty-five girls were registered the first year; 3,000 the next; 23,550 in the year following; in 1913 there were upward of 30,000 in fourteen different States.

The entire expense of the Girls' Canning Club work has at all times been borne by the General Education Board except for local contributions. In 1911 an initial appropriation of \$5,000 was made; \$25,000 the following year; in May, 1913, the appropriation of the board for this purpose was \$75,000.

Though the National Government through the Department of Agriculture has had entire control and supervision, it has borne no part of the expense. The States in which the work is now going forward on this basis are Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Kentucky, Tennessee, Arkansas, Oklahoma, and Texas.

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The cornerstone of the new Vocational School at Franklin, N. J., was recently laid by R. M. Catlin, superintendent of the local plant of the New Jersey Zinc Company. There was a large attendance of notables from all parts of the county and an elaborate program was carried out.



## **FOR RURAL SCHOOLS IN FLORIDA**

### **Purposes of Rural School Commission and What It Hopes to Do For Florida Education**

A. P. MONTAGUE, *Chairman Rural School Commission*

The Rural School Commission, conceived in the fertile brain of one of our distinguished rural school inspectors, Captain George M. Lynch, and made possible by the action of the Association of County School Superintendents and High School Principals, in annual session at Fort Myers last spring, have it as their duty and privilege as well to examine carefully the condition of the rural schools of Florida and to make a report whose recommendations shall lead to speedy and large improvements in these schools.

Another duty of the commission and one which, it is hoped, will produce results that shall be beneficial, will be to interest county superintendents, high school principals, the rural schools themselves, and, most of all, the general public, the great people, who make legislators and indirectly give the means for support, in our rural schools and in their improvement and development.

### **How to Improve Schools**

How may the schools be improved? In many ways, but especially thus:

1. Through appropriation of money which will permit longer terms. The present length of session in the rural schools is inadequate for the accomplishment of results which are large and lasting. The no-school interim is so long that the subjects learned during this session are almost forgotten before the beginning of the next school term. In all scholastic work continuity, unbroken save by a comparatively short vacation, is essential to successful work. A school term of four months is better than nothing, but is it not very far from nothing?

2. Through the employment of better prepared teachers. Here comes the necessity for larger appropriation to the rural schools. There is merit in the contention that we are spending too much money on buildings, too little on teachers. A commodious and attractive building is desirable; a well prepared teacher is a necessity. The one is, in a sense, a luxury; the other, is in every sense, essential. It may be contended that the rural school buildings are not expensive. Very true; but

when a county spends \$75,000 on a high school building for a town, it almost invariably spends too little on the teachers of the high school and on the buildings and teachers of the rural schools. Fine buildings are well in their way; equipment is very desirable, in some particulars, essential, as in the sciences and in libraries; but an absolute necessity is the teacher who can teach.

The commission will do everything in its power to improve by suggestion, counsel and other activities teaching in rural schools.

### **To Investigate Vocational Training**

3. Another duty of the commission will be to investigate the matter of vocational training and to report upon this. There are doubtless wise men and thoughtful women who believe that we begin vocational training too soon; that boys and girls in lower grades are not ready for it; that what they need is more education as foundation upon which to build life work.

The most important work of the commission will be to arouse the general public to larger interest and more helpful co-operation in the improvement of the rural schools.

So it is the purpose of the Rural School Commission to appeal to the people of Florida to evince more interest in the country schools and to stir them to a consciousness of obligation to these schools, which in turn shall lead them to demand for the rural schools more money, and, therefore, longer sessions and better prepared teachers.

If we give our country school teachers larger salaries, they will then be in a position to enlarge their vision and to seek sounder education in our great universities and summer schools in our own State. Thus they will make up for deficiencies in their earlier training; and with the hope of better compensation men and women who are preparing to teach will spend more time in preparation.

Finally the Rural School Commission will do all in its power to encourage the election of competent men as county superintendents of education.

We have in Florida some of the best county superintendents in the South; we have some whose preparation and ability are inadequate to the needs of the position which they hold but do not fill. We need as county superintendents men and women

who have been successful teachers and who for this reason know their business.

We like to support for office friends who are candidates; far above this inclination to assist a friend is the duty which we owe the children of our land and the future of our country, which is linked indissolubly with the education of the people at large.

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### **VOCATIONAL TRAINING AIDS GIRLS IN FAMILY TASKS**

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#### **Learn to Systematize Household Duties, Says Miss Cleveland, Director of Vocational Training**

"Vocational training for young women must take heed of the fact that the average girl is ultimately looking forward to a career of home making and family life."

This was the point made in an address by Miss Elizabeth Cleveland, director of the girls' continuation school of the Detroit Board of Education, before the eighth annual convention of the National Society for the Promotion of Industrial Education, at Richmond, Va.

"The average girl," said Miss Cleveland, "looks upon her vocation as something to fall back on if she fails in the real business of life. She is naturally looking forward to a home and children. Of course convention requires that she must not seem to be dreaming of these things, it must always be 'so sudden.' So in all her choices and decisions she is harassed by the conflict of opposing ideals.

"Realizing that all kinds of chances may force her to earn her own living, and that the period between school days and marriage, the young woman of today dares not risk being unprepared if thrown upon her own resources. Competition and the growing demands of employers demand that she be thoroughly trained for whatever vocation she enters. The question now is, considering the girl's attitude, how can we make this training of vocation effective?

"The woman who has learned to plan and systematize to go forth rain or shine to the work of an 8-hour day, to stand on her own feet and take the consequences of her own mistakes, expecting no indulgences, will have developed a respect for method, a sense of responsibility and a discipline that are among the best gifts she could bring into a home."

## **VOCATIONAL SCHOOL WORK IS APPROVED IN IOWA**

### **Majority of Working People and Employers of Labor Favor Course of Study in Popular Trades**

Commissioner A. L. Urick of the state labor bureau of Iowa has practically completed a very important investigation into and report upon the sentiment in Iowa regarding vocational training, or the organization of trade schools in connection with public schools for giving young people practical lessons in handicraft. It is a work his department has been engaged in during the past year, under authority of law, and as a basis for such legislation as may be deemed wise in connection with this growing subject.

The questions Mr. Urick sent out went to labor organizations and to employers of labor. Both classes of respondents were divided in opinion as to what should be done.

#### **Favor Vocational Training**

Among labor organizations the most pronounced affirmative sentiment seemed to be for co-operation by the labor organizations in establishment of vocational schools, a vote of 65 to 3. That which is favored, in order of favor, is public evening courses for those who wish to fit themselves for better positions, public industrial preparatory schools aimed at industrial intelligence for children rather than skill, for pre-vocational courses in the grades, trade schools for intensive work under trade conditions for short hours, technical courses in high schools, continuation schools, part time schools, and for evening schools of elementary grade which train for citizenship.

#### **Industrial Courses Liked**

Among labor organizations there is general approval of the plan with the thought that there should be industrial courses in the public schools from which apprentices could be recruited in the trades. Shop conditions should be followed and teaching by men of successful experience rather than by college men. The most competent mechanics in every industry favor all that will add to the education of the members of their craft. Some organizations oppose the whole scheme because it would raise taxes enormously, lessen the number of apprentices to choose

from, and it is best to leave vocational education to private schools.

### **Source of Training**

Mr. Urick sent the questions to 1,800 employers of labor to obtain their attitude toward vocational education and 422 replies were received, from establishments having 40,134 employees.

In regard to the difficulty in obtaining help 165 reported they have this difficulty, 20 qualified the reply, 176 have no difficulty. In regard to the source from which help for higher grades of skill is obtained 116 reported that the men are trained in their own establishment, 220 from all other courses, 18 from schools, 5 from trade unions, one from trade schools.

The higher the skill demanded the greater the dependence of the industry for training in their own establishments. The greatest per cent of the workers furnished by the schools goes to the office end of industry, the business and directive side. This is the result of development of vocational education in business colleges and engineering schools. The trade unions and trade schools are a negligible factor now in the supply of trained workers.

### **Strong Majority in Favor**

On the question would the efficiency and opportunity of employees be increased by public preparatory schools for pupils between the ages of 14 and 16, an affirmative answer was given by 302, a qualified affirmative by 4, opposition 61, and qualified opposition by 1.

On the question would practical day trade schools giving one year or more to specialized training to pupils under 16 years of age meet the problem of the unskilled employees, an affirmative answer came from 267 employees, a qualified answer from 9, negative from 77.

As to whether part time or evening schools would help unskilled workers to advance to higher grade positions, affirmative replies came from 263, a qualified yes from 13 and negative from 69.

These replies show a decided demand for vocational trade schools of a preparatory grade for the youth. The employers of labor have suffered from inefficient help to such an extent that they are in favor of any form of training which will raise the



standard of efficiency, although their knowledge of trade schools, as far as actual experience goes, is limited.

But it is inferred that from the employers' own statements that so far as they have analyzed their problem aid from the public schools as they now exist is a remote possibility.

Analysis of the replies shows that among those who voted yes on the questions are the broad minded employer of unskilled help who wants to see the general standard of education raised, though he would not profit directly; the man who looks upon vocational education as a means of minimizing social problems that grow out of unskilled employment; the man who regards it both as a means of increasing self-dependence and self-respect of the individual and a means of developing character and moral responsibility; and the man who believes in vocational education as a means of establishing the dignity of labor by overcoming the prejudices which now prevail in favor of a poorly paid collar and cuff aristocracy.

Opposed to this is the reactionary who thinks there should be a return to the "three Rs" in schools, and others of his kind.

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### **MOUNTAIN FOLK SHOW HANDIWORK**

#### **Southern Industrial Educational Association Is Helping Home Workers of the South**

In an effort to preserve the artistic fireside craftsmanship of the mountain women of the South, a bazaar exhibiting their handiwork was recently held by the Southern Industrial Educational Association in Washington.

The sale, which is to create a market for the products of the mountain women and children, as well as for making a practical demonstration of the importance of industrial training in the mountain schools, was continued through an entire week.

Shortly after coming to the White House Mrs. Wilson became honorary president of the association. Her interest in the articles sold in the exchange caused her to furnish with these artistic products a room at the White House, used as the President's bedroom. It was her pleasure to show this room to visitors and in this way arouse appreciation of the merit of the weavings. Through her personal efforts a fund was established for the employment of a field secretary to advise regarding the work and merits of the schools presenting claims for assistance.

## **CHARGE AGAINST OUR PUBLIC SCHOOLS**

### **Samuel W. McCall Says Pupils Are Taught Too Much About Their Rights and Too Little About Their Duties**

By ALLEYNE IRELAND.

To seek from some professor of pedagogics an opinion in regard to American education would insure a statement advocating or denouncing classical studies, corporal punishment, vocational training, and a dozen other factors concerning which the judgment of the teaching body is hopelessly divided. The important point being the bearing of our educational system upon the life history of our citizens, it is the view of the statesman, and not of the schoolmaster, which carries weight—the view, that is to say, of the observer who is concerned rather with the after effects of education than with the tabulated results of school examinations.

Samuel W. McCall is pre-eminently qualified to weigh the merits and defects of our educational system. For twenty years he represented the Eighth Congressional District of Massachusetts in the House of Representatives. During that long period of public service he earned the sincere respect of his political associates and of his political opponents by his efficient mastery of legislative business and by his refusal to seek advancement by the road of blind partisanship. His high reputation rests as much upon the qualities of scholarship and reflection, which are disclosed in his writings, as upon the moderation and earnestness of his public addresses.

"What is your opinion?" I asked Mr. McCall the other day, "of the American type of education?"

#### **To What Extent Does Education Accomplish Its Task?**

"To answer that question," replied Mr. McCall, "it is necessary to take up two aspects of the matter—one, what are the aims which American education sets out to achieve?; the other, to what extent does it accomplish its chosen task?"

"It is generally agreed that our school system should give our boys and girls that kind of training and instruction which will send them out into the world with a good start toward their development into moral and efficient citizens. The reason that supports the principle of education at the public expense is that it contributes to the wellbeing of the State by making better citizens. No system of education, it seems to me, can properly pre-

pare a child to meet the problems of its maturity unless it takes account of the fact that in adult life it is much easier to remedy faulty knowledge than to make over a weak or vicious character.

"History is full of instances in which men have achieved greatness in the arts and sciences without having had the advantage of early instruction in book learning.

"Set side by side with this the fact that very many of those who appear in our courts to answer to charges of crime or misdemeanor have passed through our schools, and it becomes clear that if the absence of schooling does not prevent a man from becoming a great engineer or a great physician, the enjoyment of it does not prevent him from becoming a criminal or a misdemeanant.

"Our school system cannot, of course, be held wholly responsible for results which in some cases may be entirely and in other cases partly due to the defective work of nature, but the fact to which I have referred serves to bring out a vital function of education which cannot be ignored without the gravest peril to society.

#### **Not Enough Attention Is Paid to Character Training**

"The most serious criticism which I would make of our school system is that it does not pay sufficient attention to character training, that it neglects to instil into the youth of the nation, as effectively as it might fairly be expected to do, the broad moral principles upon which alone reliance can be placed for a sane and healthy conduct of life.

"If I had to compress this criticism into a single concrete phrase, I would say that our children are taught a great deal about their rights and relatively little about their duties; that the general tendency of our school instruction is to make American youth very much alive to the opportunities of wresting something from its environment and not so sensible to the claims of gentle and generous living.

"Native and foreign observers have told us again and again that in respect for authority and in regard for the rights of others our people fall behind the standard set by countries whose general level of civilization is, in our opinion, much lower than our own.

"There is a type of mind which translates contempt for authority and a noble independence of spirit and which interprets indifference to the rights of others as a wholesome symptom of sturdy self-reliance, but it is not by means of such pleasant para-

phrases that we can blink the fact that we too often hold laws, rules and regulations in contempt, and that we too commonly regard the power to do something as an all-sufficient justification for doing it.

"These faults of character, to whatever extent they exist, are, in some degree at least, traceable to failure of our schools to meet the responsibility which rests upon them to give a humane guidance to our children during their most impressionable years.

### **Importance of Knowledge vs. Sound Principles**

"I have found matter for adverse comment in the educational ideal which places too much emphasis upon the acquirement of knowledge and too little upon the teaching of sound principles of ethics and conduct. It remains to consider the other side of the question, that is to say, whether, the object of American education being to develop the sense of individual rights and to equip our boys and girls with the means of securing a successful start in life, the results indicate success or failure to attain these objects.

"Taking first the matter of our individual rights, it seems that the results of American school training have been far from fortunate. It might have been hoped that with so much stress being laid upon our rights there might have developed a deep-seated sense of the rights of others. But the mistaken notion has got abroad that our individual right includes the right to disregard the rights of others, or even involves it necessarily.

"It is a curious irony of fate that with our overconsciousness of our individual rights, we should stand today as the nation which, probably to a greater extent than any other great nation, will suffer its personal rights to be trampled on without making any real protest. In this direction our school system has contributed to give us all the disadvantages of the individualist point of view and very few of its advantages.

### **A Lack of Practical Knowledge**

"Nor can it be said that with reference to giving our children a good start in life, the schools have been more successful. On all sides we hear loud complainings about the lack of that practical knowledge on the part of many of our school graduates which is necessary to success in life. A more serious criticism is that too many are unwilling to face work or to be trained in it.

"It cannot be claimed that the schools should fit these scholars to enter immediately upon graduation into any calling in which special training is necessary, but it can fairly be expected

that, apart from a training more thorough than is now given in the rudiments, they should give more instruction of practical use in the direction of making a living.

"It is sought to remedy some of these defects by continuation schools, by night schools, and by vocational and manual training schools, but it would surely cast a grave reflection on any school system to say of it that the only practically useful part of its curriculum was that small portion of it designed to remedy the defects of the whole.

#### **President Wilson May Suggest Remedy**

"The practical value of the schools, however, in the direction of making a living is secondary to their work in building character. Just how this work is to be done it is not easy to determine. We have a school teacher as President of the United States, and however eminent his service in his office may be he could render no greater service than by pointing the way to perfecting in this particular the work of our public schools. His long experience as an educator should fit him as well as anybody to solve the problem.

"There is no other governmental purpose for which the American people each year expend so much money as for the maintenance of public schools, unless, indeed, we except the vast outlay they make for warlike purposes. The latter is expended nominally for the defense of the country, but the former is made for the defense of its institutions, for without general intelligence and an average of sound character in our citizenship democratic institutions cannot flourish, if, indeed, they can really exist. Undoubtedly, our teachers and those having direct charge of our schools do the best they can, but the problem is so important that it should receive most careful study on the part of everybody who is able to contribute anything to public discussion."

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A meeting of the graduates of the Bridgeport, Conn., Trade School resulted in the initial steps being taken toward the organization of a Trade School Alumni Association. The object of the association is to be the promotion of efficiency and skill in the individual trades, and the reunion of the graduates of the school. On the evening of December 1st, the first reunion of the graduates of the local Trade School was held, and each received a certificate of membership in the Alumni Association.



## **EDUCATION AWAKENING IN SOUTH CAROLINA**

### **Supervising Principal of Grade Schools at Columbia Would Have New Courses Offered Which Will Keep Scholars in Schools**

Mrs. Ellen Stanley Watkins, Supervising Principal of Elementary Grade Schools of Columbia, S. C., suggests in her annual report that two of the schools in that city require certain extensions to adapt them adequately to the needs of their particular communities. Each year upwards of 400 pupils are enrolled in these two schools, but from them only about 1 per cent. of the registration graduates into the high school. "This shows," says Mrs. Watkins, "that these pupils early drop out of school. What we do not do for them in the primary and grammar grades we can never do."

"Would it not be possible," Mrs. Watkins inquires, "to add additional rooms to the Blossom Street school, have the Granby fourth grade report there, and give these little girls, who so early have to take upon themselves the burdens of the home, a course in household arts? Could not these boys, who must go to work after only a few years at school, be given some practical manual work, teaching them the use of tools in the shop and in the garden? With the present building and teaching force this cannot be done, but the expense of the addition would not be great and the city of Columbia would be repaid in the increased efficiency of these children."

Mrs. Watkins appends an illustration of how this work is carried on in one city:

"The Housekeepers' Association of that city maintains four flats located in different sections of the town near the public schools. These flats are fully equipped as model homes for working people who receive small wages and are placed in the hands of competent teachers. All the girls from the public schools in the neighborhood, from the fourth grade up, spend from four to six hours per week in these houses studying practical home-keeping, cooking, sewing, laundering and caring for the babies. The school board found the work so beneficial to the neighborhoods in which these flats are located that they have fitted up rooms similarly on the fourth floor of one of the largest school buildings and are planning to enlarge the work."

## **INDUSTRIAL SURVEY FOR THE SCHOOLS**

### **Commissioner Finley Urges New York Factory Investigating Board to Make Special Inquiry Into Needs for Special Industrial Training**

Urging the need of an industrial survey for vocational purposes, State Commissioner of Education John H. Finley, of New York, has submitted the following paper, embodying his views, to the State factory investigating commission:

"The State is committed to the policy of advancing the educational interests of its industrial workers. It apportions liberally moneys for vocational education. It stands ready to promote any and every agency which will be helpful to its industrial citizenship. But if we are to engage in the task of finding a type of education which will fit people for profitable employment in industrial work, our first and greatest need is a basis of fact for our own guidance. We need to formulate lines of inquiry and obtain data upon which desirable relations of national institutions to a community or an industry may be accurately determined. Otherwise, State and local money for the support of vocational schools may be unwisely or needlessly expended.

"I assume that our main progress in this direction is to be made by adapting instruction to the specific educational needs of industrial workers, as well as to the specific technical needs of industry. We must discover how many of these technical needs can be supplied by commercial practice properly organized within the factory. Otherwise the public school will undertake to carry on a work which very properly belongs to the industry itself. We must be prepared to challenge each industry intelligently on the basis of ascertained fact, and to demand of it, before the public school fits its young people for it, that it shows a clean bill of health with respect to such important factors as wages, hours, opportunity for advancement, educational content for growing youth and hygienic conditions. In other words, the public school has a right to ask industry: 'What have you to offer to the young people of the State?'

"Furthermore, an educational-industrial survey of the State should indicate with some degree of definiteness what types of vocational instruction are best adapted for serving the industry and its workers. Will we discuss that prevocational training rather than trade training for youth between 13 and 16 is the most

helpful form of vocational guidance because of the immaturity of most children and the incompatibility of their needs and of the apparent demands of industry? How will this in place of vocational instruction affect the present elementary school system? Will it serve to differentiate the upper grammar grades into different types of training, in order that pupils may find themselves, through participation in varying forms of school activities? Will this differentiation modify the high school organization and bring about junior or intermediate high schools? Possibly we shall discuss that the continuation and part time system of industrial training offers the greatest opportunity for usefulness in raising the standard of industrial efficiency. But how shall we plan the mental instruction in the school so that it will best supplement the work done in the commercial shop? I understand that there are certain energizing jobs in the shops as contrasted with enervating jobs. What system of vocational instruction is needed to counteract the lethargizing tendencies of the latter work? Is it possible that a study of such conditions of industry could very probably point to the provision of physical and social recreation as the greatest benefit that could be conferred upon such workers?

"These questions and many others require an answer. We need to make a thorough study of industry from the point of view of education. Such a survey may have as its purpose the bringing about of a modification of existing conditions and methods in industry quite as much as to secure a modification of the conditions and methods of education."

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#### **WOMAN'S VOCATION SCHOOL PLANNED BY UNIVERSITY**

A woman's experimental vocational school, the first of its kind in the world, will be opened at Toledo University. The step is to be taken as the result of conferences between university faculty members and Miss Beatrice Vaughan, president of Our Club, an association of young business women and working girls of the city.

At first the instruction will be given at night, and will include courses on mechanical accounting machines and in telegraphy. The Burroughs Adding Machine Co. has agreed to furnish standard equipment, such as will be needed by the classes. In addition to the adding machines and equipment of comptometers, there will be multiplication machines, machines for billing

and shipping departments, where it is demanded that figures be handled accurately and rapidly.

The telegraphy courses, it is said, will prepare girls for positions in brokerage offices and with railroads. The other courses will turn out expert bill clerks. The scheme involves the ultimate extension of the course to day school. The co-operation of employers and the women's associations will enable the graduates to obtain employment. Many members of Our Club who desire to obtain more lucrative employment have announced their decision of joining the class.

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### GENERAL EDUCATIONAL NOTES

Vocational training has made wonderful progress in Indiana. A new State law went into effect September 1, 1914. Opportunity was thus offered to communities to meet local educational needs. By December 1st 3,500 students had been enrolled in the new work. Massachusetts has had a form of vocational training for five or six years, and in this time has attracted 7,164 students.

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The next general assembly of Indiana will be asked to provide training of teachers for vocational education work as a result of the report on vocational education made to the State board of education. The report tells of the appointment of thirty county agents; of vocational work in fourteen towns and cities which may request the payment of two-thirds the cost of supplying teachers for the work, and of campaign work during last summer when "seed corn campaigns" and similar movements were begun.

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Tokio has a woman's college that has more than 1,200 students.

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More than 400,000 trained women teachers are employed in schools and colleges throughout the United States.

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More than 200,000 young women are employed in Philadelphia, it was disclosed in a petition presented to the board of education for the establishment of vocational schools for girls, says the *Ledger*. Most of these girls, it was said, are working in mills. It was pointed out that Philadelphia's most urgent need is the training of such girls.

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For years there has been a feeling that more vocational work should be given at the University of Michigan for women. Other big State universities give vocational training, other than teaching, for their women students, and incidentally, it is said, other State universities have more women than has Michigan.

It is felt that when Michigan women find what training they really need to fit them for their chosen life work, and when the matter is put up to the regents fairly and squarely, that august body will listen to the petition.

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The Technical High School of Syracuse, N. Y., recognizes the vocation of housewife as one of the most important for which a girl can be trained, and in its Household Science course are included many unusual and interesting things which will go a long way toward making the young women taking it ideal wives and mothers.

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Superintendent of Schools Isaac O. Winslow, of Providence, R. I., visited New York and New Jersey, where he visited several cities to study methods employed in the teaching of vocational work in elementary and higher schools. Providence, Mr. Winslow states, is far behind many he visited in the attention and money devoted to vocational work in the schools. For some time the school committee has been seeking means to introduce vocational work into the elementary schools in Providence, but lack of funds has prevented it. The committee feels, however, that the city cannot long afford to run behind other municipalities in the attention paid to this phase of the educational system, and for that reason members of the body and Superintendent Winslow are watching the work elsewhere closely, in order that it may be undertaken intelligently when the necessary funds are available.

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Massachusetts schools have a part to play in the Panama-Pacific Exposition at San Francisco which is quite unlike the part they have played in other world fairs. It is also unlike the part to be played by schools of any other State in the Palace of Education. They have prepared an exhibit which tells clearly the story of State-aided vocational education in Massachusetts, a system which has resulted in the establishment of co-operative day industrial schools, evening trade extension schools, and agricultural schools and courses. It tells also of the share of the three textile schools, at Lowell, Fall River and New Bedford, in preparing young men and women for productive work in Massachusetts industries.

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Vocational education in the Indianapolis schools has met with a wonderful reception from both old and young persons since the system was enlarged under the law passed by the last Legislature giving money to schools to aid in the establishment of the work. Reports received by the board of school commissioners show the enrollment in this work is so great, age restrictions must be made until the system can be developed and enlarged. The board ruled that day vocational departments will be open to pupils between fourteen and twenty-one years of



age, reducing the age limit from twenty-five years. In the "part-time" classes, however, the age limit will be from fourteen to twenty-five. There will be no age limit in the night classes, and anyone more than seventeen years of age may attend. All women may attend evening classes now in many buildings in different parts of the city. It was reported that among the attendants of day vocational classes have been a great many men of middle age and some more than fifty.

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Education is the only remedy for the gunman and gang evil was the assertion of Stephen S. Wise, rabbi of the Free Synagogue, in an address in Carnegie Hall, New York.

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Lincoln, Neb., schools, or at least a number of them, will devote more attention to the training of pupils for active business life. While the purely academic courses, fitting the student for more advanced work in college or university, will be maintained, the element of training for business will be more in evidence.

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As an aftermath of an address given by H. E. Miles, President of the Wisconsin Board of Industrial Education, in the High School Auditorium, of Wilmington, Del., indications now point to a revival of interest in industrial education by a number of Wilmington's educators, employers of labor and employees.

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An alumni association of the State Trade School of Bridgeport is to be formed. The object of the alumni association will be for the continued efficiency of the Trade School, and the highest efficiency in skilled trades. "The Highest Standard Possible" was adopted for a temporary motto of the organization, and the members agreed to strive toward that and in the performance of the duties of their trades.

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The demand for specialists in paper manufacture has led the University of Maine to offer a "pulp and paper course"—four years' training in chemistry and engineering.

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There are in the United States approximately nine hundred institutions called colleges and empowered to grant degrees.

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There are in this country nearly 15,000 public libraries, large and small. The books in these libraries have increased 50 per cent. in the last ten years.

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Mayor Mitchel, of New York, in discussing his appointments to the School Board said: "The only point I discussed with the new members before appointing them," he said, "was that of vocational education and industrial training. I made sure they all favored that."

Providing opportunities for the education of its employees has repaid the companies affiliated with the National Commercial Gas Association, Robert French Pierce, of Gloucester, N. J., Chairman of the Board of Educational Control of the association, reported to its recent annual convention. The education plan was first tried in 1912, when 725 students were enrolled. This year there were 3,850 students.

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Two gifts of \$100,000 each for the development of a graduate course in preparation for business and business administration at the Sheffield Scientific School of Yale University have been announced by Director Russell H. Chittenden. The donors are Frederick W. Vanderbilt, of the Class of 1876, and a graduate of the Class of 1887, whose name is not made public. The new course will be for one year, and, if possible, two years, as an addition to the present undergraduate "select course." It is expected that the course will be open to students at the beginning of the next academic year.

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Mayor Louis Will, of Syracuse, N. Y., has announced that he desires the early issue of bonds sufficient for the new Vocational High School and four grade school buildings in that city. This, he estimated, would require \$1,000,000. He also favors improvements of new buildings for two other schools.

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"We need five or six more trade schools in New York at once," says Miss Florence Marshall, principal of the Manhattan Trade School for Girls, the only public school in New York City which definitely prepares girls for entrance to the skilled trades. "But this is only one school," said Miss Marshall ruefully. "We have a capacity for 400 girls, but we are squeezing in 550 and we have a waiting list of 200 more."

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More than 200,000 young women are employed in Philadelphia, it was disclosed in a petition presented to the Board of Education for the establishment of vocational schools for girls. Most of these girls, it was said, are working in mills. It was pointed out Philadelphia's most urgent need is the training of such girls.

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Miss Bertha Stevens, director of the Cleveland bureau of vocational guidance, feels that the public schools should be so reconstructed as to give to these children an opportunity to try themselves at various things, and so find out what they can do.

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The average girl who takes up a vocational training looks upon it only as something to fall back upon in case she fails in the real business of life, which for her is marriage, was the statement of Miss Elizabeth Cleveland, director of the girls' continuation

school of the Detroit Board of Education, before the eighth annual convention of the National Society for the Promotion of Industrial Education.

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Evening schools of Richmond, Va., show an increase in attendance of from 2200 to 3600, according to Dr. David Spence Hill, of the Educational Research Department of the New Orleans public schools. Day school attendances show an increase of 12 per cent., says Dr. Hill. This is startling, he thinks, in face of the fact that there is no compulsory education in that city. Richmond has spent some time in gathering statistics of the various occupations in that city and the training that is necessary to fit one for these occupations. Prof. Hill is gathering the same data in New Orleans.

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To relieve congestion in the local high schools of New Haven, Conn., the Board of Education is considering the suggested plan of establishing junior high schools throughout the city. Advocates of the junior plan would have the top floor of every big school building in the city equipped for the purpose. Seventh, eighth and ninth grade pupils would be allowed to take the courses, three in number: general, commercial and vocational. From this work the pupils would go to the general high schools to wind up their training and graduate.

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New Britain's "prevocational school" appears to be providing a need in that city in a way which should attract attention from other communities that are seeking practical ways for teaching hands as well as minds in the public school system, says the *Hartford Times*. As a result of a recent inspection by the members of the school board of that city emphasis is placed not so much upon the fact that the pupils are taught in carpentry, printing, electricity and other trades and, while clad in black caps and jumpers, turn out some remarkably perfect work, but instead upon the fact that the pupils are absorbingly interested in what they are doing, not only vying with one another in wholesome rivalry, but taking pride that their product shall be a finished one, of actual trade value. When boys and girls have once achieved that interest, a chief obstacle in their educational pathway has been removed.

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Students of manual training in the elementary schools of Philadelphia no longer devote their time to mere studies in wood-work, which are of no practical value. Instead, they make tables, chairs, chests, benches and other articles needed in shops and classrooms and turn them over to the Board of Education's Department of Supplies. Not only does this new method of teaching prove economical, but it awakens the interest of the boys themselves, according to John C. Frazee, director of vocational education and guidance.

# Committees of The National Association of Corporation Schools 1914-15

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## Trade Apprenticeship Schools

J. M. Larkin, *Chairman*,  
Fore River Shipbuilding Corporation,  
Quincy, Mass.  
F. W. Thomas,  
Atchison, Topeka & Santa Fe Railway,  
Topeka, Kansas.  
W. L. Chandler,  
Dodge Mfg. Company, Mishawaka, Ind.

## Special Apprenticeship Schools

F. R. Jenkins, *Chairman*,  
Commonwealth Edison Company,  
Chicago, Ill.  
J. W. Dietz,  
Western Electric Company, Chicago, Ill.  
T. E. Donnelley,  
R. R. Donnelley & Sons Company,  
Chicago, Ill.

## Accounting and Office Work Schools

George B. Everitt, *Chairman*,  
National Cloak and Suit Company,  
203-17 West 24th St., New York City.  
Frederick Uhl,  
The American Telephone & Telegraph  
Company,  
15 Dey Street, New York.  
E. J. Mehren,  
The McGraw Publishing Company,  
239 West 39th St., New York.  
E. C. Wolf,  
The Curtis Publishing Company,  
Philadelphia, Pa.  
H. V. R. Scheel,  
Brighton Mills, Passaic, N. J.

## Advertising, Selling and Distribution Schools

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Schenectady, N. Y.  
Prof. M. T. Copeland,  
Harvard Business School,  
Cambridge, Mass.  
F. P. Pitzer,  
The Equitable Life Assurance Society,  
165 Broadway, New York.  
H. G. Petermann,  
United Cigar Stores Company,  
44 West 18th St., New York City.  
H. Tipper,  
The Texas Company,  
17 Battery Place, New York City.  
Dr. Lee Galloway,  
New York University,  
Washington Sq. East, New York City.

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Sidney W. Ashe,  
General Electric Company,  
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The New York Edison Company,  
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Packard Motor Car Company,  
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## Committee on Public Education—

*Continued*

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Cass Technical High School,  
Detroit, Mich.  
Miss Harriet Fox,  
Strawbridge & Clothier,  
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Roosevelt & Thompson,  
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Norman Collyer,  
Southern Pacific Railroad Company,  
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Akron, Ohio.  
Mr. N. F. Dougherty,  
The Pennsylvania Railroad Company,  
515 Lloyd St., Pittsburgh, Pa.  
W. M. Skiff,  
National Lamp Works, Gen. Elec. Co.,  
Nela Park, Cleveland, Ohio.  
F. D. French,  
American Multigraph Sales Company,  
Cleveland, Ohio.

## Vocational Guidance

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Tufts College, Mass.  
Dr. Walter Dill Scott,  
Northwestern University, Evanston, Ill.  
Albert C. Vinal,  
American Tel. & Tel. Company,  
15 Dey St., New York City.

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